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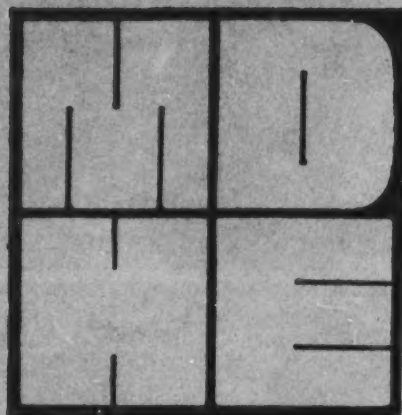
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## ABSTRACT

Based on a review of Missouri statutes, prior articulation statements, articulation policies in other states, and relevant professional literature, this report offers guidelines to promote and facilitate the transfer of students between institutions of higher education in Missouri. After introductory material discusses the articulation process between two- and four-year institutions, definitions are provided of key terms, including associate of arts, science, and applied science degrees; general education requirements; baccalaureate degree majors; degree programs; lower- and upper-division student status; introductory and specialized courses; and eight transfer student categories. Following a statement of the applicability of the guidelines to public colleges and universities and to the independent sector, guidelines are presented for: (1) freshman and sophomore study and general education requirements; (2) course prerequisites, majors, and degree requirements; (3) teacher education certification; (4) change in major or degree objective; (5) transfer of associate degree programs, non-degree transfers, and transfer of grades; and (6) credit by examination, experiential learning, and pass/fail credit. Next, other considerations for students are discussed in relation to admission, catalog information, academic records, and state certification requirements. Finally, the procedure for the review of the guidelines by a committee on transfer and articulation is outlined. (HB)

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## COLLEGE TRANSFER GUIDELINES

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## PREFACE

In February, 1976, the Coordinating Board for Higher Education, through its staff, appointed a seven-person Transfer Guideline Task Force to draft a statement which would carry out the Coordinating Board's statutory charge to "establish guidelines to promote and facilitate the transfer of students between institutions of higher education within the state." There were two individuals representing the community colleges; two representing the regional four-year institutions; one representing the University of Missouri; one representing an independent four-year institution; and one representing a private university.

In undertaking the assignment, the Task Force studied the existing statutes, Section 6.1(6), Appendix B, RSMo, (Supp. 1975), reviewed an earlier statement on articulation adopted by the former Missouri Commission on Higher Education; assembled and reviewed transfer guidelines and policies from other states, examined the articulation agreement used by member institutions of the Council on Public Higher Education for Missouri, and researched professional literature on this topic.

The Task Force then submitted a report and guidelines to the Coordinating Board. The efforts of the members of the Task Force are gratefully acknowledged, for the present document rests in large measure upon their labor. The Board then presented the report to the Master Planning Committee which concluded that such a detailed process needed separate Coordinating Board action and reported it back to the Coordinating Board.

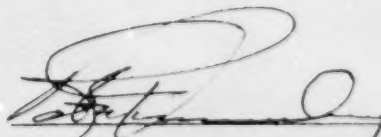
On February 10, 1979, at the request of the Advisory Committee, the Coordinating Board directed that the Commissioner form an Ad Hoc Committee on Transfer/Articulation. This group was to examine the three existing transfer documents: the COPHE document, the report of the Task Force, which had been returned to the whole Board by the Master Planning Committee, and a new set of guidelines drafted by the Commissioner.

Ultimately six institutional administrators--two from public, regional universities, two from public junior colleges, and one each from the private sector and the University of Missouri, along with DHE staff--met and debated on three separate occasions.

This present set of guidelines represents the final efforts of that body. We believe that this document draws together the **most** positive elements of all the earlier materials, having evolved by the consensus of that broadly based committee.

The function of college transfer guidelines is to assert academically sound recommendations regarding the transfer of credits which affect several groups: students involved in the transfer experience; institutions of higher education which must balance institutional autonomy with a spirit of justice to students and a spirit of cooperation and respect for other colleges' educational integrity; and the Coordinating Board, which has a legal obligation to carry out the mandate of the statute. Responsibility for an optimal transfer process thus rests partly with each of these groups. Each has a role to play in preparing for and facilitating the transfer of credits. Underlying the entire process must be effective channels of communication between the students, the institutions, and in problem cases, the Committee on Transfer/Articulation as referred to on pages 13 and 14 of this document. The Coordinating Board has also directed the Department of Higher Education to work with representatives of the institutions to conduct a study on credit by examination and nontraditional learning as an on-going part of this project.

The Board hopes that this total effort will also be supported by the state's independent institutions as well as by its public institutions of higher education.



Robert H. Duesenberg, Chairman  
Coordinating Board for Higher Education

## COLLEGE TRANSFER GUIDELINES

### 1. INTRODUCTION

The Coordinating Board for Higher Education recognizes that each Missouri college and university has a responsibility for establishing and maintaining standards of expectations for students completing courses, programs, awards, certificates, or degrees. It also recognizes that for effective and efficient articulation of credits between and among these colleges and universities, it is necessary to exercise this responsibility within the context of a statewide "system" of baccalaureate education.

Articulation is the necessary process of cooperation between institutions of higher education in order to accommodate the needs and interests of a student who earns credit at one institution and later chooses to transfer to another. Articulation affects people, policies and procedures, and gives rise to problems which evolve as advisors guide students in the transfer of earned credit from one program and/or institution to another. The articulation process involves students and college personnel, curricula and degree requirements, services to students and the standards by which these services are administered, and campus atmosphere.

Coordination, as it relates to articulation, is the process by which procedures are formulated and implemented to give fair and proper attention to the circumstances of the transferring students. Coordination consists of institutions agreeing to work together under common policies which will allow maximum freedom for transferring students, accompanied by a minimum of delay, repetition, and frustration. Harmonious consideration of any problem which a student may encounter in moving from one college to another is the ultimate desire and expectation of those adopting these transfer guidelines.

Transcript evaluation by the receiving institution should inform the student and the sending institution of that student's current progress toward his/her educational objective and define what degree and course requirements remain to be fulfilled. Therefore, institutions should cooperate to identify courses or programs that are equivalent or otherwise acceptable for transfer. Every consideration should be given to courses that are not exactly equivalent. Flexibility should guide the consideration of individual courses completed. Agreement on course equivalency should be communicated to appropriate institutional personnel in writing and should also be made public to all transferring students.

An effective articulation agreement is based upon interinstitutional communication, a mutual respect for institutional integrity, a high degree of flexibility, procedures for identifying problems, and a mechanism for implementing appropriate solutions.

The Coordinating Board for Higher Education is required by statute to "establish guidelines to promote and facilitate the transfer of students between institutions of higher education within the state." Thus, as a first step in its deliberations, the Transfer Task Force developed its definition for the term "guidelines." For the balance of this document, "guidelines" shall mean, "the recommended course of action or set of circumstances which should apply to decision making in which transfer of credit is involved."

## 2. DEFINITIONS

The purpose of the following definitions is to give a further degree of clarity to terms which are too often used casually or interchangeably. It should be recognized that in the last decade, the lines of demarcation between many definitions have become blurred; however, this does not mean that they have become totally **meaningless**. Indeed, more, rather than less, effort may be needed to give them meaning in a less absolutist

framework, one which endeavors to uphold both the general knowledge and the skills desirable for an educated citizenry and the specific knowledge and skills required by the claimants of competencies in a specialized field.

#### A. Associate Degrees

Although presently there is some variation in the way Missouri institutions award associate level degrees, institutions which award these degrees should strive to achieve the following degree definitions:

- i. An Associate of Arts degree (AA) is a two-year degree which indicates the completion of a student's lower division education. It is also a specific transfer degree for entry, at the junior level, into the general range of baccalaureate degree programs offered by a four-year college. It is a general degree and should not be used for a specific professional or occupational program. Students may "cluster" a related group of courses within an AA degree but this does not constitute a "major" and community college students should have many opportunities to take advanced courses in their major at the senior institution.
- ii. An Associate of Science degree (AS) is a specialized degree which is intended for transfer into a pre-professional program or as a coherent self-sufficient component of a specialized, four-year occupational program. It should result from careful planning and agreement between specific two-year and four-year institutions.
- iii. An Associate of Applied Science degree (AAS) is the main occupationally oriented degree. The primary purpose of this degree is to prepare a student for entry into a particular occupation upon the completion of the degree. It is not intended as a transfer degree into a four-year program and contains courses which are not primarily designed for transfer.

## B. Course Groupings

- i. The general education requirement consists of a set of courses composed of a specific number of semester credit hours within a pattern of curricular areas of study. Although the general education requirement may vary from institution to institution, it represents an institutional statement, developed by the faculty and given ultimate validation by the college's administration or governing board, about the general body of knowledge and skills which should be possessed by the recipient of that college's degree. Such requirements should usually contain 36 to 45 credit hours in a semester hour system for the baccalaureate degree. This basic program should consist of, but not be limited to, college-level work or demonstrated competency in each of the following curricular areas: communications, humanities, physical and/or biological sciences, mathematics, and social sciences. The precise distribution of credits in these areas may be determined by the individual school, and each institution has the continuing responsibility of determining the character of its own programs for its own degree purposes. Some baccalaureate professional schools or programs, such as engineering, may specify exceptions to these credit hour limitations.
- ii. A baccalaureate degree program or major consists of the study of a coherent grouping of courses or study area requirements in an appropriate discipline or program field. Generally, the number of credit hours required for a major extends from 30 credit hours to 48 credit hours in a semester hour system, but there may be exceptions to this in the case of highly specialized professions or disciplines, interdisciplinary studies, or majors in general liberal arts studies.
- iii. Degree program refers to any prescribed course of study in an institution of higher education which constitutes an area of specialization leading to a recognized degree. This is the

same as the term "discipline specialty" used in reporting to the U.S. Office of Education's Higher Education General Information Survey and to the Missouri Department of Higher Education's certificate and program inventory. In the context of the baccalaureate degree or higher, the term, "program," is approximately synonymous with the term "major." At the associate level, "program" is usually associated with the occupational or vocational specialization of the AS or AAS degrees.

Programs have three essential elements: level, type and content.

- a. Level refers to those degrees on the associate, baccalaureate, first professional, master's, specialist, doctorate and other designations lower, higher or intermediate to those which now exist or which may be created in the future.
- b. Type refers to designations within a level, such as: AA, AS, AAS, BA, BS, BSE, MA, MS, PhD, EdD, etc.
- c. Content refers to the program specialization with its related options, if any, for which recognition is intended to be given by the conferring of a degree or certificate.

#### C. Student Status

- i. Lower division student refers to an individual who has completed less than half the course work required for a baccalaureate degree.
- ii. Upper division student refers to an individual who has completed half or more of the course work required for a baccalaureate degree.

D. Courses

- i. Introductory courses serve as a general portal to study in a major area of knowledge. These courses are offered, for the most part, to lower division students, but upper division students may, and frequently do, also enroll in such courses. This produces some overlap in two-year and four-year college courses.
- ii. Specialized courses contain a more restricted or advanced body of knowledge and are offered, mostly, to sophomores and upper division students. Some will be found in two-year colleges, but two-year colleges should not attempt to offer upper division majors.

E. Transfer Student Categories

There are several categories of transfer students for whom transfer guidelines are applicable; different policies may apply to these different categories:

- i. Graduates who hold an AA degree, specifically designed to transfer into general programs at four-year institutions, or an AS degree specifically tailored for transfer into highly specialized baccalaureate programs, such as architecture, pharmacy, engineering, etc., at four-year colleges. These students actually constitute a minority of transfer students;
- ii. Graduates from AA programs who transfer to highly specialized programs at four-year institutions;
- iii. Graduates from specialized AS programs who transfer to general baccalaureate programs at four-year institutions;

- iv. Students from two-year colleges, who transfer to another institution without receiving an associate level degree;
- v. Students in baccalaureate level institutions who transfer from one such institution to another without a degree;
- vi. Graduates from AAS programs who transfer to liberal arts programs at a four-year institution;
- vii. Students who transfer from a baccalaureate level institution to a two-year college; and
- viii. Students whose pursuit of study was interrupted and who are returning to school after a considerable lapse of time.

### 3. RELATIONSHIP OF THE GUIDELINES TO TYPES OF INSTITUTIONS

The transfer guidelines are applicable to course credits and related matters for students who wish to articulate between public colleges and universities. The Coordinating Board for Higher Education also recommends these guidelines to approved institutions in the independent sector.

### 4. COURSES AND DEGREES

#### A. Freshman and Sophomore Study and General Education Requirements

A student's first two years in college may include introductory courses and other courses which permit the student to explore areas of specialization that can be pursued at a later time at the baccalaureate level. In a two-year college transfer program, the courses should be adequate in content to be counted fully toward the baccalaureate degree for transfer students continuing in a particular field.

Each institution of higher education in Missouri should foster and promulgate a program of general education. This basic program, leading to a baccalaureate or associate degree, should consist of,

as a minimum, competency in the following curriculum areas: communications, humanities, physical and/or biological science, mathematics, and social sciences. After a Missouri institution of higher education has developed and published its program of general education, the integrity of that program should be recognized by other institutions within the state. Colleges should recognize the validity of other institutions' general education requirements.

Additional courses should be required only if entire areas of study required by the general education program of the receiving institution are missing from a transfer student's degree program, if specific upper division program requirements of the receiving institution have not been met, or if some upper division general education courses are required by the receiving institution.

B. Course Prerequisites, Majors, and Degree Requirements

Determination of the course requirements of the major for a baccalaureate degree, including introductory courses, is the prerogative of the four-year institution. The catalog of each four-year institution should state clearly the general prerequisites for each major program. When required, specific prerequisites should be designated and should be noted in conjunction with the course description. Transfer students who have completed prerequisites should not be required to duplicate study in the prerequisite area. The catalog should specify any restrictions or limitations for additional major requirements.

C. Teacher Education Certification

Missouri institutions recognize that in teacher education programs, certification should consist of the official awarding of a teaching certificate by the Missouri public institution of higher education

or by the Missouri Department of Elementary and Secondary Education in all other cases. Professional requirements for certification should be specified in detail. No institution should willfully ignore or disregard additional certification requirements as stipulated by state statute.

D. Change in Major or Degree Objective

When a student initiates a change to his/her stated major or degree objective, that student assumes full responsibility for meeting the specified new degree and/or major requirements. A student contemplating transfer from a two-year vocational/technical program into a baccalaureate program in the same field of study, should expect additional major and degree requirements and **should not** expect automatic junior standing in the major. Students planning to transfer into a different field of study should seek pre-transfer counsel from the sending or receiving institution regarding required courses in the program which they plan to pursue and the evaluation of credits already earned, as they apply to the particular baccalaureate program to be pursued.

E. Transfer of Associate Degree Programs

i. Associate of Arts Degree and General Arts and Science  
Baccalaureate Majors (AA transfer)

Students holding Associate of Arts degrees from an accredited associate degree granting institution who enroll in a general range of baccalaureate degree programs should ordinarily have junior standing. The receiving institution is not obligated to accept transfer credit which exceeds the minimum number of credits the sending institution has established for awarding the associate level degree. This degree is not normally awarded in a program area.

ii. Associate of Science Degrees and Specialized Arts and Sciences Programs (AS transfers)

Often the first two years study in certain specialized baccalaureate programs such as engineering or architecture may not be met through a general AA degree. In these cases, the appropriate Missouri colleges and universities should cooperatively develop two-year AS degrees which are specifically tailored to these specialized baccalaureate programs. These programs should be developed by consultation between sending and receiving institutions on a program by program basis. This may involve changes in general education requirements, and in most instances, many more specific course requirements. AS degrees also include some programs, such as an AS in mechanical technology, which may be a terminal two-year degree and also fully transferable to a four-year program. In both of the above, a number of factors should be recognized. They include the following:

- a. Junior standing is guaranteed to the transfer student only if curricular details have been agreed upon by the sending institution and the receiving institution, and junior standing can be guaranteed only if the student has received the appropriate AS degree.
- b. A student who receives a specialized AS degree does not automatically qualify for junior standing in any other program. If the student enrolls in any other degree program, he/she may have to take additional general education courses. In evaluating the student's transcript, the receiving institution should make every effort to avoid duplication of effort and the imposition of unnecessary burdens upon the student. However, the receiving institution must remain the ultimate arbiter of such decisions.

iii. Associate Degrees in Nontransfer Programs. (AAS nontransfers)

Students who receive associate degrees or certificates awarded for programs which were not designed to transfer should expect a receiving institution to evaluate course credits on the basis of applicability of each course to the general range of collegiate level courses and to the requirements of the student's major field of baccalaureate study. Each four-year institution is encouraged to develop admission policies which will facilitate the transfer and consider all factors indicating the success of transfer students who have the AAS degree or a certificate. It is anticipated that the AAS degree will be the main degree used by colleges to describe nontransfer, vocational programs.

iv. Students Who Transfer Without a Degree (Non-degree transfers)

A student who transfers from one institution to another without receiving a degree must meet the standards of the receiving institution. Students transferring without a degree will have transcripts evaluated on a course-by-course basis and their status will be fixed solely by the policies of the receiving institution.

v. Transfer of Grades

Grades of "C" or better earned in college level work at an accredited or approved institution of higher education should receive full credit when transferred to another college or university. For students receiving an associate degree in an appropriate transfer program, grades of "D" or "F" should not be dropped from the transcript. The "D" grade should transfer. In cases where a student transfers without the appropriate associate degree, each receiving institution will have its own policy regarding "D" and "F" grades.

F. Credit by Examination, Experiential Learning, and Pass/Fail Credit

- i. The transferring student should be aware that because of various grading systems and differing course requirements from one institution to another, he/she should consult the catalog of the institution to which he/she is contemplating transfer to determine the receiving institution's policy of recognition for such credits for its own students.
- ii. Credit by examination for experiential learning should be clearly identified when transcribed. Course equivalency for credit by examination may be listed as desired.
- iii. The policies for awarding credit by examination and nontraditional learning vary from one institution to another. Each institution should publish information about its policies for awarding credit by nontraditional modes, including name of tests which are used to assess credit, cut-off scores, deadline dates for submission of scores to the receiving institution, and restrictions on the time interval permitted to receive current credit for a course taken some years previously.

5. OTHER IMPLICATIONS FOR STUDENTS

A. Admission

Student admission should be determined by the student's academic standing and the availability of the program at the receiving institution. However, if, because of space or fiscal limitations, any institution of higher education must select from among qualified transfer students, its criteria for admission should be stated in its official publications. Such publications should be on file with the Department of Higher Education.

B. Catalog

The catalog in effect at the time of the student's initial enrollment in a college should govern lower division prerequisites, provided that the student has had continuous, full-time enrollment as defined in the receiving institution's catalog. In the event continuous enrollment has not been maintained, the catalog in effect at the time of the student's latest enrollment should be followed.

C. Academic Records

Institutions should keep a complete academic record for each student including the following information: student identification; all academic work for which the student was enrolled during each term; his/her status in each course at the end of the term; all grades and credits awarded; and the source of credit. A statement explaining the grading policy of the institution should be a part of each official transcript.

D. State Certification Requirements

In the process of earning a degree, students must complete requirements for that degree and sometimes, as in the case of teacher education programs, must also meet state certification requirements. If certification requirements change and additional requirements become effective during the time a student is enrolled in a program, the new certification requirements take precedence over previously existing degree or certification standards.

6. REVIEW PROCEDURE

A. Articulation Committee

The Commissioner of Higher Education will appoint a Committee on Transfer/Articulation to oversee the implementation of these articulation guidelines. The Transfer/Articulation Committee will

be composed of seven members. Three members shall be selected from the two-year postsecondary institutions, of which one shall represent an independent college; and, three members from the four-year postsecondary institutions, one of whom shall come from the University of Missouri, one from an independent four-year college and one from a public four-year college. The Commissioner or his designated representative shall sit as an ex officio, voting member of the committee.

The committee will:

- i. Conduct a continuing review of the provisions of the Transfer Guidelines and recommend such revisions as are needed to promote the success and general well being of the transfer student; and
- ii. Review and recommend resolution of individual cases or appeals from students who have encountered difficulties in transferring from one postsecondary institution to another and who have exhausted all local remedies.

The committee may also:

- i. Recommend modifications of institutional policies and procedures which, in the committee's judgment, would enhance and facilitate the transfer of students;
- ii. Study nontraditional credits and develop articulation guidelines for them;
- iii. Systematically solicit suggestions and data from administrators, faculty, and students concerning matters of articulation;
- iv. Recommend the authorization of committees and task forces consisting of representatives from the appropriate levels of postsecondary education to facilitate articulation in subject areas.

The chairperson shall convene the committee at least once a year. An annual report describing the committee's deliberations shall be prepared by the chairperson and transmitted to the Coordinating Board for Higher Education. Committee deliberations and decisions within legal limitations shall be filed with the Coordinating Board for Higher Education for dissemination to all postsecondary institutions of higher education and to those members of the general public wishing such material.

BR:RHH:fht:lm

3-12-80

APPENDIX A

TRANSFER GUIDELINE TASK FORCE

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